**The Core and MORE Instruction Checklist**

**By: Jaydene Washburn & Stacie King**

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| **The CCSS Standard: MD.3 Apply the area (and perimeter) formulas for rectangles in real world and mathematical problems.**  **The Envision Lesson: 14-2 Area of Squares and Rectangles** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Materials needed: Centimeter grid paper | Area  Perimeter-review |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Daily Spiral Review*  *Problem of the Day:*  Larry built a sailboat. What is the perimeter of the sail? One side of the sail is 6 cm.  **Answer: 24 cm**  “How do you know?” What if the sail measured 9 cm on one side then what would the perimeter be?” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Discuss what the word means. Complete the Frayer model for vocabulary. Share with a neighbor.  “How are perimeter and area similar and different?” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  **Jorge is carpeting a room that is shaped like a square. One wall of the room is 6 yards long. How many squares yards of carpet will Jorge need? Use grid paper to solve.**  “What kind of figure did you draw on the grid paper?””How many squares are in one row?” “How did you solve this problem.” “Explain your reasoning.” Is there another way to solve this problem?” | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  **Have students draw a large rectangle on a grid sheet of paper, and exchange with a partner. Have each estimate the area and then find the exact area.**  “Was your estimate close?” “How did you find the exact area?” “Can you think of a different way?”  **A small can of chalkboard paint covers 40 square feet. Do I need more than 1 small can to paint our classroom white board?**  Use 1 x1 foot squares to cover the whiteboard. “Is there another way to solve this problem?’ “Does your answer make sense/” “Explain your thinking.”  Remind students that they can count the squares or use the formula. “Is there a rule we can use to find the area of square that would work every time?”  Discuss and solve problems 3-4 (pg. 318) together.  “What do you know about the rectangle and square?’ “How does that help you solve this problem?” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Calculate problems 9-12 (pg. 318). Use grid paper and show 2 ways to solve.  “How did you solve this problem?” “What is another way?” “What if the length and width of the shapes were twice as large, how would this change the area?” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Quick Check 14-2 Explain your thinking to a partner. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| \*Geometry Town-ongoing Students will create a town using their knowledge of measurement and geometry.  \*Clip and Cover Center Activity  \*Work on Frayer model Vocabulary booklet  \*Meet with the Teacher  \*Online or geometry board games | |
| **HOMEWORK** | |
| Practice 14-2 Show and explain to a parent how to solve one of the problems. Have parent initial problem. On the back of the paper, write one story problem to go with #1 or #2. | |